

RIVERS MIDDLE

1002 King Street
Charleston, SC 29403

GRADES 7-8 Middle School

ENROLLMENT 315 Students

PRINCIPAL Cheryl Bennett 843-937-0050

SUPERINTENDENT Dr. Maria L. Goodloe 843-937-6319

BOARD CHAIR Ms. Nancy Cook 843-760-2635

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	1	5	7

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 8 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Unsatisfactory	Below Average	N/A
2002	Unsatisfactory	Below Average	N/A
2003	Unsatisfactory	Unsatisfactory	No
2004	Unsatisfactory	Unsatisfactory	No

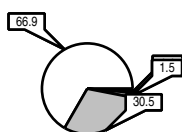
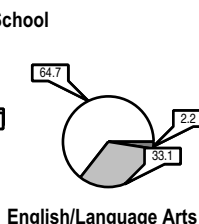
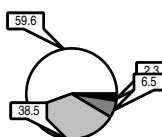
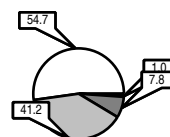
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

94.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Mathematics****English/Language Arts****Middle Schools with Students like Ours****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	297	99.7	64.6	33.2	2.2	0.0	4.9	No	Yes
Gender									
Male	137	100.0	71.5	26.0	2.4	0.0	5.7		
Female	160	99.4	58.6	39.3	2.1	0.0	4.1		
Racial/Ethnic Group									
White	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	295	99.7	64.7	33.1	2.3	0.0	4.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	240	100.0	61.6	37.0	1.4	0.0	4.2		
Disabled	57	98.3	76.9	17.3	5.8	0.0	7.7	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	297	99.7	64.6	33.2	2.2	0.0	4.9		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	297	99.7	64.6	33.2	2.2	0.0	4.9		
Socio-Economic Status									
Subsidized meals	278	99.6	64.3	33.3	2.4	0.0	5.2	No	Yes
Full-pay meals	19	100.0	68.8	31.3	0.0	0.0	0.0		

Mathematics - State Performance Objective = 15.5%									
All Students	297	99.7	66.8	30.6	1.5	1.1	8.2	No	Yes
Gender									
Male	137	100.0	63.4	33.3	0.8	2.4	8.9		
Female	160	99.4	69.7	28.3	2.1	0.0	7.6		
Racial/Ethnic Group									
White	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	295	99.7	66.9	30.5	1.5	1.1	7.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	240	100.0	63.0	33.8	1.9	1.4	9.3		
Disabled	57	98.3	82.7	17.3	0.0	0.0	3.8	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	297	99.7	66.8	30.6	1.5	1.1	8.2		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	297	99.7	66.8	30.6	1.5	1.1	8.2		
Socio-Economic Status									
Subsidized meals	278	99.6	65.9	31.3	1.6	1.2	8.7	No	Yes
Full-pay meals	19	100.0	81.3	18.8	0.0	0.0	0.0		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	159	98.1	63.0	35.6	1.5	N/A	1.5
	Grade 8	169	98.8	64.2	34.4	0.7	0.7	1.3
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	155	100.0	65.5	33.1	1.4	N/A	1.4
	Grade 8	143	99.3	62.5	36.8	0.7	N/A	0.7

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	159	100.0	66.9	30.9	2.2	N/A	2.2
	Grade 8	169	100.0	68.2	27.8	4.0	N/A	4.0
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	155	100.0	62.7	31.7	3.5	2.1	5.6
	Grade 8	143	100.0	70.6	29.4	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 315)				
Students enrolled in high school credit courses (grades 7 & 8)	11.8%	Down from 18.2%	5.0%	14.6%
Retention rate	6.3%	Up from 0.3%	5.5%	3.0%
Attendance rate	91.7%	Up from 91.3%	95.4%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.4%		9.3%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	6.1%		9.5%	5.3%
Eligible for gifted and talented	3.2%	Up from 1.4%	4.7%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	18.1%	Up from 14.1%	15.1%	13.9%
Older than usual for grade	11.1%	Down from 49.4%	8.8%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	N/R	N/R	1.8%	0.9%
Annual dropout rate	1.7%	No change	0.0%	0.0%

Teachers (n= 25)				
Teachers with advanced degrees	56.0%	Up from 42.9%	52.0%	48.7%
Continuing contract teachers	56.0%	Down from 64.3%	63.8%	81.7%
Highly qualified teachers**	71.4%	N/A	84.6%	90.4%
Teachers with emergency or provisional certificates	25.0%		18.7%	5.3%
Teachers returning from previous year	53.9%	Down from 59.6%	76.2%	85.1%
Teacher attendance rate	96.8%	Up from 95.3%	94.6%	94.8%
Average teacher salary	\$41,569	Up 2.0%	\$39,414	\$40,566
Prof. development days/teacher	13.2 days	Down from 17.6 days	11.1 days	11.0 days

School				
Principal's years at school	2.0	Up from 1.0	2.0	3.3
Student-teacher ratio in core subjects	16.4 to 1	Up from 16.2 to 1	16.5 to 1	21.3 to 1
Prime instructional time	87.1%	Up from 85.0%	88.2%	89.3%
Dollars spent per pupil*	\$10,642	Up 32.3%	\$8,393	\$5,821
Percent of expenditures for teacher salaries*	49.6%	Down from 63.1%	60.0%	61.8%
Opportunities in the arts	Poor	No change	Good	Good
Parents attending conferences	93.8%	Down from 97.6%	77.4%	95.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	88.1%	92.0%
Highly qualified teachers in high poverty schools**	87.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	No

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

This year we worked on strengthening our instructional program at Rivers Middle School. Teachers implemented the state's curriculum by aligning their instruction and assessment to the content standards, professional development sessions were designed to help teachers implement the curriculum, and materials were purchased to support the delivery of instruction. A system of quarterly testing was then implemented to measure student mastery of the standards. Test results were used to plan for re-teaching if necessary and to help students set goals for academic achievement. Focus was also placed on maximizing instructional time and maintaining a safe environment that is conducive to learning. Teams were formed to monitor small groups of students, teachers were trained in establishing positive learning environments, and a Student Assistance Team was established to assist students with behavioral problems.

To enhance our standards based curriculum, we implemented a career education program. A part time career counselor was assigned to our school to expose our students to career opportunities as they relate to the content standards. A parenting program was also established to give parents tips and information on adolescents and their education that they could use to support the school's mission in their homes.

Some of the major successes we experienced include:

- 1% increase in English PACT scores.
- 9% increase in math PACT scores.
- 58.8% of our students who participated in our after-school program showed improvement on their report card grade reports.
- The state's external review team reported that we met 83% of the State Department of Education's indicators for successful school. That represents an increase of 52% over the past two years.
- The number of students who were expelled decreased 2% from the previous year.

This year we have adopted a Comprehensive Reform Model and will partner with Edison Schools to improve the programs we currently have in place and successfully implement new ones that have been shown to improve instructional delivery and student mastery of skills. We will also begin to shift our focus away from a whole school progress and towards individual student growth. Each student will be assigned to a mentor who will conduct quarterly conferences with him/her to chart progress in academic and social areas. We will expand our current middle school model to better address the various needs of our adolescent students to include teaming, mentoring, counseling, and socialization. Staff will participate in on-going professional development in a variety of formats to fulfill these initiatives. They will attend a weeklong training seminar for the implementation of the Edison model during the summer. They will also participate in several book studies designed to increase their knowledge on enhancing the learning environment and understanding adolescent children.

Sincerely,
Cheryl Bennett, Principal
Estelle Richardson, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	15	108	15
Percent satisfied with learning environment	53.3%	67.3%	78.6%
Percent satisfied with social and physical environment	66.7%	68.6%	60.0%
Percent satisfied with home-school relations	13.3%	83.0%	69.2%

*Only students at the highest middle school grade level at this school and their parents were included.